



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 32 STATE STREET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q032

PRINCIPAL: DEBRA ERRICO **EMAIL:** DERRICO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Debra Errico	*Principal or Designee	
Judith Crilley/Elvira Bruno	*UFT Chapter Leader or Designee	
Carol Mak/Jessica Rodriguez	*PA/PTA President or Designated Co-President	
Sue Menkes	Member/Assistant Principal	
Lori Phair	Member/Teacher	
Erica Fisher	Member/Teacher	
Diana Keily	Member/Teacher	
Serena Graustein	Member/Teacher	
Kristina Skabanjoa	Member/Parent	
Melissa Berger	Member/Parent	
Mary Leong	Member/Parent	
Evelyn Mallo	Member/Parent	
Peter Ragoussis	Member/Parent	
Tina Arniotis	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, our points earned for ELL students in ELA in closing the achievement gap will move from .28 to .45 on the 2013 Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was generated from looking at the results of the 2012 New York State ELA results for ELL students in relation to the Closing the Achievement portion of the Progress Report. Additionally, the draft AFI (area's for improvement) on the 2013 QR, which states "Extend the work of curriculum and task development to incorporate teacher planning that will effectively increase levels of rigor and refine tasks to accurately address the diverse needs of learners within the school." We also considered the District 25 Data from the DCEP when generating this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Principal and Assistant Principal meet with ESL staff to review AMAO data to identify students at risk
 - Principal and Assistant Principal meet monthly with ESL staff to review student data and progress
 - Principal and Assistant Principal reviews quantitative and qualitative data in ESL sub group
 - ESL liaison shares information during AIS/PPT meetings
 - Network 207 support: both onsite and offsite professional learning experiences
 - Tri-annually review portfolios to review student work, progress and next steps
 - Review teacher charts and room environment checklists to ensure a print rich environment with visual cues for ELL students
 - Support teachers during Professional Development in creating multiple entry points, specifically for ELL students
 - Use running records and conference notes to develop next steps in reading, writing, listening and speaking.
 - Use data to provide appropriate intervention to students in ESL/Dual Language classes.
 - Review Predictive Item Skills Analysis for ELL sub group to plan instruction
 - Ongoing offsite and onsite TCRWP Professional Development for ELLs
 - Ongoing offsite and onsite Network 207 Professional Development Support for ELLs
 - The maintenance of literacy checklists that include strategies addressed throughout each unit of Study, which specify ESL students
 - Grade specific common planning time embedded into the school program allows ESL teachers to share best practices with classroom teachers
 - Documentation of participation in personal professional development opportunities as evidenced by agendas
 - TC/Fountas-Pinnell reading levels will show growth in ESL student reading levels on TC Assessment Pro
 - Periodic Assessment for ELL students is analyzed by the administration and the ESL team
 - Test Prep program (supplemental) for ELL students
- b) key personnel and other resources used to implement these strategies/activities,
 - ESL teachers
 - SE teachers and service providers
 - PPT team
 - Classroom teachers
 - Vertical team in literacy
 - Grade level teams

- Network 207
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - observations
 - feedback to teachers
 - review of portfolios
- d) timeline for implementation.
 - Through June 2013 (ongoing)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ESL parent course
- ELL workshops as well as CCLS workshops
- Share data and item analysis with parents to support students at home with progress

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here: Title III for supplemental purposes and fair student funding for human resources and additional materials

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title III funds to be used for test prep extension program for ELL students, Fair Student Funding for teacher salary and necessary supplies

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

As aligned with the city wide instructional initiative, by June 2013, 100% of classroom teachers will create, implement and evaluate student work as it relates to a minimum of two embedded units of study in mathematics with performance tasks used to measure student achievement with mathematical practices 3 and 4.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Although this task is aligned to the city wide instructional initiative, it has also been identified as a school wide focus for inquiry again this year as curriculum gaps were identified between Common Core Standards and our EDM curriculum, based on student work. Using the 2012 Progress report, which showed growth in Mathematics we decided we needed to continue this goal to ensure that progress is sustained.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Staff will meet every Wednesday during Inquiry team meetings to analyze student work, review CCLS and EDM and create appropriate, meaningful tasks.
 - Vertical team in mathematics will meet monthly and share feedback with grade level colleagues to support development of tasks to increase critical thinking and student engagement.
 - Teachers will begin to conference in mathematics and gather feedback on student work, to use as an assessment as to whether the task is rigorous and meaningful for his/her students.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Principal and Assistant Principal, along with Literacy support staff receive ongoing professional development around this city-wide initiative and school wide goal.
 - Administrative Staff continues to support staff by participating in inquiry team meetings to help guide discussions and create meaningful instructional tasks.
 - Work alongside, Liz Fisher-math support for CFN 207 to review practices 3 and 4, CCLS, Everyday Math (EDM) and student work .
 - Staff will collaborate during inquiry Wednesdays and collaborative planning time to continue to review CCLS, mathematical practices 3 & 4 and Everyday Math curriculum.
 - Network staff (Liz Fisher) will co-teach will vertical team leaders to provide support for staff in administering instructional tasks.
 - Staff will use ARIS learn and the Common Core Library to review already created tasks.
 - CFN support in mathematics from Lucy West.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Staff will collaborate during inquiry Wednesdays and collaborative planning time to continue to review CCLS, mathematical practices 3 & 4 and Everyday Math curriculum.
 - Vertical math team will meet monthly and will share minutes of the meeting with the school and will provide ongoing support to their grade level colleagues.
 - Inquiry team Wednesday will provide time for teachers to collaborate and study student work to create meaningful instructional task(s) in mathematics.

d) timeline for implementation.

- Ongoing (September to June)
- Every Wednesday ongoing from September through June
- Vertical team meetings a minimum of once per month

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- CCLS math workshops
- Newsletters by grade
- Math rubrics provided to parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Tax Levy Fair Student Funding pays teacher salary and allows for programming of common preps

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will improve teacher effectiveness by providing professional learning experiences to engage students in rigorous performance tasks in literacy aligned with the Common Core Learning Standards (CCLS) and embedded in the content area of Science/Social Studies .

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Although this goal directly aligns with the city wide instructional expectations it also addresses a specific need identified at PS 32 based on the discrepancy between ELA and Math scores on the Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Principal and Assistant Principal, along with Literacy support staff receive ongoing professional development around this city-wide initiative and school wide goal.
 - Administrative Staff continues to support staff by participating in collaborative grade meetings to help guide discussions and create meaningful instructional tasks.
 - Work alongside, Katherine Nigen and Shana Frazin, TC staff developers to align the work of the performance tasks to that of the non-fiction, content-based units of study already outlined by Teacher's College.
 - Teachers review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks.
 - Vertical literacy team looks at the vertical alignment of CCLS to ensure that tasks are at appropriate level of rigor for each grade and group of students.
 - Teachers align various sources of formative data (i.e. conference notes, non-fiction and narrative continuums, progression of learning on Rubicon Atlas website, etc.) to ensure that the rigorous tasks are cohesive throughout the grade and will provide scaffolding from grade to grade.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Classroom teachers in grades K and 1 now teach science in their classroom (rather than a cluster teacher) to ensure that Science is embedded into the daily instruction.
 - A current-events, non-fiction cluster position was implemented to teach the structures of reading and responding to non-fiction literature to support our youngest learners (Grades K and 1) as they are preparing for college and career readiness.
 - Staff will collaborate during collaborative planning time to continue to review CCLS against the TC curriculum.
 - TC staff developers, Katherine Nigen and Shana Frazin will support classroom teachers through lab sites and common planning meetings.
 - Staff will use ARIS learn and the Common Core Library to implement performance task bundles.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Vertical literacy team will meet monthly and will share minutes of the meeting with the school and will provide ongoing support to their grade level colleagues.
 - Turn-key Wednesday, will be held once per month during inquiry time to allow for teachers to share information from outside workshops attended.
 - d) timeline for implementation.
 - Ongoing (September-June)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Monthly Grade Level Newsletters
 - Rubrics are shared with parents
 - CCLS parent workshops
 - TC parent workshops

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Tax Levy Fair Student Funding pays teacher salary and allows for programming of common preps

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To ensure that 100% of our identified students (Tier II) in Grades K-5 receive targeted intervention to support their specific learning needs in literacy.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Under the new special education reform, this special education initiative is supportive of students in Least Restrictive Environment so we decided that it needed to be a goal for our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Principal and Assistant Principal will establish an RTI team to support the city wide RTI expectation.
 - Principal and Assistant Principal will meet with the PPT and RTI team to identify those students in need of Tier II intervention services.
 - Principal has designated classes with clusters of students who are considered "at risk" so that a highly skilled, trained individual can administer Tier II instruction to the identified students as needed. (Ratio of 5:1)
 - Principal meets with the PPT/RTI Committee monthly to set goals and devise systems and structures to carry out the necessary intervention services.
 - Teachers use student screening assessment results to identify students in need of Tier II intervention.
 - Teachers of Tier II students monitor student progress, inform instruction and provide intervention based on student need.
 - Based on assessment outcomes a "prescription of intervention" is designed to meet the individual needs of at risk students.
 - On a six to eight week rotation the RTI committee in collaboration with the Principal and Assistant Principal will review data on the targeted students to ensure that goals are being met and to monitor and revise interventions when necessary.
 - Teachers will continue to differentiate instruction and provide rigorous small group instruction based on targeted need (Tier I Intervention)
 - Trained professionals will provide push-in intervention services to students in need of Tier II intervention both during the regular school day and during extended day Monday and Tuesday.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Network 207, Lena Kim is providing support in designing our Response to Intervention for all students.
 - Learning Leaders and paraprofessionals are trained to provide intervention services to targeted students.
 - Special Education Classroom Teachers and Support Staff
 - Classroom teachers
 - Research based programs (i.e. Foundations, Wilson, Harcourt Vocabulary)
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Professional Development days used to inform and educate staff on this instructional initiative.
 - During collaborative planning periods and vertical team meetings staff members will use the RTI framework to support students at each Tier.
 - RTI committee

- d) timeline for implementation.
Ongoing (September-June)
Probes are administered every 6-8 weeks

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Parent workshops
Letters to explain RTI action plan and outline student goals sent home for each Tier II or Tier III student

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

RTI funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
-RTI committee meets during Inquiry Time (SBO)
-Resource Room Teachers direct and indirect support for classroom teachers

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> 1. Wilson 2. Great Leaps 3. Foundations 4. Study Island 5. Harcourt Vocabulary 6. Targeted fluency building with repeated readings 7. Interactive Writing 8. Test Prep 9. At risk resource room 10. Learning Leaders 	<ol style="list-style-type: none"> 1. Small group (RTI-Tier II) 2. Small Group instruction 3. Small Group 4. Small Group and individual 5. Small Group instruction 6. Small Group 7. Small Group and individual 8. Small Group 9. Small Group 10. One to one 	<ol style="list-style-type: none"> 1. During School Day and Extended Day 2. Extended Day 3. During School Day and Extended Day 4. During the school Day 5. Extended Day 6. During the school day and extended day 7. During the school day and extended day 8. After school 9. During the school day 10. During the school day
Mathematics	<ol style="list-style-type: none"> 1. Math Games with manipulatives 2. Test Prep 3. At risk resource room 4. Learning Leaders 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 4. One to one 	<ol style="list-style-type: none"> 1. During the school day 2. After school 3. During the school day 4. During the school day
Science	<ol style="list-style-type: none"> 1. Hands on inquiry 2. At risk resource room 3. Learning Leaders 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. One to One 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day
Social Studies	<ol style="list-style-type: none"> 1. Hands on inquiry 2. At risk resource room 3. Learning Leaders 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. One to One 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk guidance provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically.	Individual or small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

100% of the staff at PS 32 is Highly Qualified based on our BEDS survey as defined by NCLB. A committee of teachers and administrators ensure the hiring of highly qualified teachers through a rigorous interview process. Once teachers are hired to our staff they are supported by onsite literacy coaches, a mentor (if necessary), CFN 207 support staff, TC Staff Developers and the administrative instructional team. Teachers are visited on a random rotation by administration in an effort to provide feedback of instructional practices and improve teacher effectiveness against the identified Danielson Framework. Feedback also helps to identify school wide trends and needs for Professional Development. Professional Development is individualized to the extent possible based on teacher needs and strengths. Teachers work collaboratively on grades and vertical teams to ensure the implementation of new learning and the creation of rigorous tasks. Teachers feel supported and collaborative in this environment, as evidenced by our Learning Environment Survey of 2012 and therefore retention is not of concern.

INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

Debra Errico
Principal
Tel: (718) 463-3747



Sue Menkes
Assistant Principal
Fax: (718) 358-1622

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Danielle Giunta	District 25	Borough Queens	School Number 032
School Name State Street School			

B. Language Allocation Policy Team Composition [?](#)

Principal Debra Errico	Assistant Principal Sue Menkes
Coach Lori Phair	Coach Diana Keily
ESL Teacher Robin Frost	Guidance Counselor Carla Newman
Teacher/Subject Area Jackie Sprance - Grade 2	Parent Jessica Rodriguez
Teacher/Subject Area Jeff Kustin - Grade 5	Parent Coordinator Karen Masceti
Related Service Provider Danielle Antonelle	Other type here
Network Leader Danille Giunter	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	4	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	898	Total Number of ELLs	103	ELLs as share of total student population (%)	11.47%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. An informal parent interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. All families are interviewed by Sue Menkes, Assistant Principal, or Robin Frost, ESL teacher. Spanish speaking families are interviewed by Stacey Driscoll, classroom teacher. Korean speaking families are interviewed by Lilian Son, classroom teacher. All of these staff members are licensed pedagogues. Chinese families are interviewed by Sue Menkes or Robin Frost, assisted by Anna Yun, school aide and a member of the school translation team. If the HLIS indicates that the child's home language is other than English, the child is administered an English proficiency test called the Language Assessment Battery-Revised. This test is administered within 10 days by a licensed ESL teacher. If the child is found to be a Spanish speaking ELL, then the Spanish LAB is administered by licensed ESL teacher within 10 days. The ESL teacher ensures that entitlement letters on school letterhead are distributed by backpack and that Parent Survey and Program Selection forms are returned. The entitlement letter informs the parents of their child's entitlement to ELL services, the parents' right to choose one of the three ELL programs offered in NYC and invites the parents to an orientation meeting. These letters and program selection form are in the parents' home language. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their native language. Parents who indicate a choice not in place in our school (ESL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their native language. An orientation meeting for the parents given by the ESL teachers is held within 10 days of enrollment. At this orientation, parents view a video in English and in their native languages. Translators are provided to assist parents in completing the Program Selection Form and to answer any questions. Original completed Parent Survey and Program Selection Forms are filed in the child's cumulative folder and copies of the forms are maintained in the main office.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting has been consistent. Approximately 75% of parents of ELL students in our school have selected a Freestanding ESL program as their first or only choice. 20% have requested a dual language program and 5% have selected a bilingual program. Students identified as ELLs are tested annually using the NYSESLAT. Continued entitlement letters are distributed by backpack in the home language to students who did not test out on the NYSESLAT. Copies of these letters are maintained in the main office and in the child's cumulative folder. Parents are encouraged to call the school if they have any questions about entitlement and continued ELL program placement. Members of the translation team are available to answer questions.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Korean

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Self-Contained				1										1
Push-In	2	2	2	0	1	1								8
Total	3	3	3	2	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	19									19
ESL	78			6						84

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	97	0	0	6	0	0	0	0	0	103
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP										
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean	6	19	3	18	1	25	3	26	2	16	4	18						19	122	
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	6	19	3	18	1	25	3	26	2	16	4	18	0	0	0	0	0	0	19	122

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 119

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American:

Asian: 119

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino): 3

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	4	4	4		2								21
Chinese	13	12	8	5	7	5								50
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	2	2	1	2		2								9
Punjabi														0
Polish														0
Albanian														0
Other	2	1		1										4
TOTAL	24	19	13	12	7	9	0	84						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At PS 32 one of the models we use is a free standing English as a Second Language Program instructional model to provide all instruction in English using ESL methodologies. These are heterogeneous with mixed English proficiency levels. A push-in/co-teaching model is used in grades K, 1, 2, 4 and 5. In the push-in/co-teaching program, an ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In the third grade there is a self contained ESL class which is taught by a certified ESL teacher. Students are provided with language supports in all subject areas. PS 32 has self-contained Korean Dual Language classes in grades K, 1, 2, 3, 4 and 5. These classes are heterogeneous with mixed English and mixed Korean proficiency levels. Students receive the NYS mandated ESL/ELA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of mandated instructional minutes of ESL, ELA and NLA is in accordance with CR Part 154 mandates.

For the free standing ESL program, PS 32 utilizes a balanced literacy program in all grades. Words Their Way is used to teach phonics and word work in grades 1, 2, 3, 4 and 5. Foundations is used to teach phonics and word work in grade K. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grades 4-5. The Wilson Program is used for ELLs who need additional intervention. ELL students receive instruction in vocabulary development focusing in building academic language based on the research of Dr. Lily Wong Fillmore.

There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-5 implement Everyday Math and adapt it to meet the CCLS. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom. The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, use of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Grade K-2 use the FOSS Science kit. Grades 3, 4 & 5 use the Harcourt Brace Science Program. Grades K - 5 use the Houghton Mifflin Harcourt Social Studies program. Grades K & 1 also use Time for Kids. Instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

For the Korean Dual Language program, PS 32 utilizes a balanced literacy program in all grades. Words Their Way is used to teach phonics and word work in grades 1, 2, 3, 4 & 5 Foundations is used to teach phonics and word work in kindergarten. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grade 4 & 5. There is a 60 minute mathematics block in grades

A. Programming and Scheduling Information

K-2 and a 75 minute mathematics block in grades 3-5. Grades K-4 implement Everyday Math and adapt it to meet the CCLS. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom. The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, using of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge. A variety of instructional materials is used to support the learning of ELLs in the core curriculum. Leveled libraries in Korean and English in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Grade K-2 use the FOSS Science kit. Grades 3, 4 & 5 use the Houghton Mifflin Harcourt Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

ELLs in the Dual Language Program are assessed using running records in Korean and English. Children are tested in content areas in their native language. Children in testing grades are offered translated versions of state exams when available and oral translations when necessary.

A plan is in place for SIFE students. These students require additional assistance to meet state standards in ELA, mathematics, science, and social studies. They are provided with targeted instruction in listening, speaking, reading and writing. Classroom teachers and ESL teachers tailor instruction based on the SIFE's individual assessed needs. SIFEs receive targeted instruction in the content areas. Intensive guidance services are provided to assist SIFEs who experience affective-domain issues that impact on their ability to achieve academically. A plan is in place for newcomers. Parents of newcomers are consulted to determine the extent of education in the home language and the students' previous exposure to English. Where appropriate, students participate in a pull-out Vestibule program taught by an ESL teacher that facilitates their acquisition of basic English language skills. Classroom teachers of newcomers are provided with training and materials that best serve the needs of these students. This training includes methods of adapting core curricula for use with newcomers. Peer Language Buddies and Learning Leaders are assigned to further assist newcomers. Newcomers receive preparation for the ELA test to familiarize them with the language and format of the assessment and to teach them test taking strategies.

Academic intervention services are provided to meet the needs of long term ELLs (4-6 years) who require additional assistance to acquire academic language necessary to meet the state standards in English Language arts, mathematics, science, and social studies. Intensive guidance and support services are provided to assist long term ELLs who are experiencing affective domain issues that impact on their ability to achieve academically. Long term ELLs participate in an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teacher, resource room teachers, and literacy coaches push into classrooms with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction.

A plan is in place for ELL-SWDs that provides access to academic content areas and accelerate English language development. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments. Literacy and math blocks in each grade facilitate mainstreaming ELL-SWDs to ensure the least restrictive environment for each curriculum area. Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

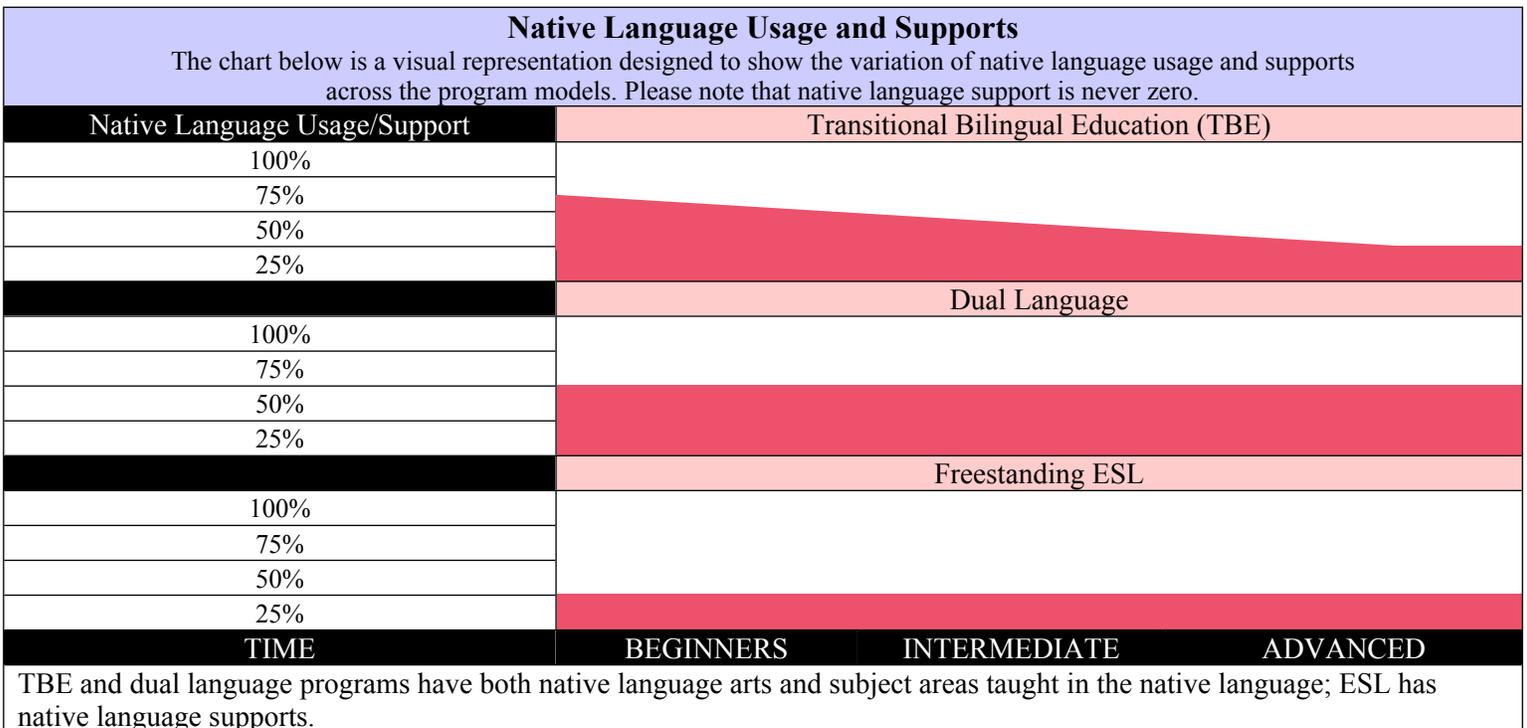
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	

Class/Content Area	Language(s) of Instruction

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Targeted intervention programs for ELLs in ELA, math and other curriculum areas include an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teacher, resource room teachers, and literacy coaches push into classrooms with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction. These programs are homogeneously grouped by proficiency levels. These programs are offered in English and Korean where possible.

A plan is in place for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. They receive test modifications including extended time on all state exams. ESL teachers push into these students' classes to provide targeted instruction and reduce teacher student ratio. This plan has proved successful and will continue this year.

ELL students are afforded equal access to all school programs. These programs include After School Test Prep, After School Samuel Field Y Program, and an After School Enrichment Program.

The instructional materials to support ELLs include the use of hands-on activities such as manipulatives, maps, globes, science equipment, etc. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in Korean and English in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Grade K-2 use the FOSS Science kit. Grades 3, 4 & 5 use the Houghton Mifflin Harcourt Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers and Smart Boards are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

In the Korean Dual Language Program, native language support is delivered 50% of the time. In the freestanding ESL program, native language support is provided through glossaries, translators and language buddies.

Support services and resources correspond to ELLs' age and grade levels.

Kindergarten parents and students attend an orientation in June before their children begin school. They are given strategies to help their children before the beginning of the school year. Translators attend these meetings.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

50% of the time the target language is used for EPs and ELLS in each grade. EPs and ELLs are integrated all day. All content areas are taught together. This includes reading, writing, mathematics, science, social studies, art, drama, computer, physical education, and music. English and Korean are used on alternating days. A self contained Dual Language model is used. Emergent literacy is taught in both languages simultaneously.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Non-ESL teachers, including classroom teachers, other teaching personnel and paraprofessionals, are provided with extensive professional development opportunities. ESL teachers articulate principles of effective instruction for ELLs. Teachers examine curricula and classroom teaching strategies to improve student learning. In addition, ESL and Dual Language teachers participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development is based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. These strategies are shared with classroom teachers by ESL specialists Our literacy coaches and Teachers College staff developers provide professional development on balanced literacy, including the reading/writing workshop model. Our professional development includes lab sites on each grade where our staff developers model lessons and demonstrate strategies to differentiate instruction and provide academic interventions for ELLs. These workshops are scheduled on September 12, 2012, September 19, 2012, October 3, 2012, October 17, 2012, October 24, 2012, November 7, 2012, December 12, 2012, January 2, 2013, January 16, 2013, January 23, 2012. In addition, ESL and classroom teachers attend calendar days at Teachers College which emphasize balanced literacy techniques for use with ELL students. These teachers then provide ongoing professional development at monthly grade conferences and faculty conferences. During these periods, non-ESL teachers are also taught techniques for modifying instruction in the content areas for ELLs. Liz Fisher, Network Support Specialist, provides professional development to classroom teachers, ESL teachers and paraprofessionals on strategies to use with ELL students in mathematics. The ESL teachers also provide professional development on strategies to modify instruction in Everyday Math. Bilingual and ESL teachers receive additional professional development from Giuvela Leisengang, an ESL network support specialist. Full day workshops occurred on September 4, 2012, September 5, 2012 and November 6, 2012. An additional full day workshop is scheduled for June 6, 2013. Curriculum Vertical Teams meet monthly with representatives of each grade and out of classroom personnel including ESL teachers and special education teachers, to align curriculum in all content areas for all students, including ELL students and students with disabilities.

Supervisors review professional development schedules to ensure the receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELLs as per Jose P.

The ESL teachers and the guidance counselor plan professional development for the staff to assist ELL students as they transition to middle school. Middle school choices are explained to staff, students and parents. Staff, students and parents are invited to middle school orientations.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator and guidance counselor provide outreach for parents of ELLs and serves as a resource for parents and parent organizations. They maintain materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The guidance counselor serves as a liaison with CBOs to provide workshops or services to help ELL parents. These CBOs include: The Child Center of NY, the Chinese American Planning Committee, Afghani women for Arghani women, Korean American Family Service Center, Pride of Judea, Child Center Asian Outreach. PS 32 has a very active PTA. The PTA Executive Board consists of parents who speak Korean, Chinese, and Spanish. These parents attend every PTA meeting and parent events and translate as needed. The PTA actively recruits parents of ELL students to participate in school events. There are class parents in every class who reach out to all parents, including parents of ELL students. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

An orientation session and a workshop for parents of ELLs take place each year in September. Topics at the orientation include the state standards, assessments, school expectations, and general requirements for the ESL programs. At the workshop, ESL teachers discuss how parents of ELLs can become more effective partners in their children's education. The ESL teachers explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children's teachers. The Principal, Assistant Principal, Parent Coordinator and a representative from the P.T.A. participate in this meeting. Translators are provided.

The Parent Coordinator conducts a yearly parent survey to evaluate the needs of the parents and workshops are offered that respond to parent requests. Based on the results of this information, a parent ESL class is provided monthly to enable parents to acquire language so that they can better assist in their child's education. Workshops are also held to inform parents about the new Common Core Learning Standards, activities parents can do at home and NYS testing procedures. Translators attend all of these workshops. uestions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	9	7	5	3	2								47
Intermediate(I)	0	8	4	5	1	5								23
Advanced (A)	8	5	3	2	5	6								29
Total	29	22	14	12	9	13	0	0	0	0	0	0	0	99

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	0	1	0	0	0	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I	3	1	2	2	3	2							
	A	8	2	6	3	3	2							
	P	7	24	6	7	8	12							
READING/ WRITING	B	4	3	3	2	0	1							
	I	5	4	6	3	5	1							
	A	3	1	2	5	6	5							
	P	6	20	3	2	3	9							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	4	2	0	8
5	0	5	5	0	10
6	5	6	5	0	16
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	0	0	1	5	3	0	1	10
5	0	0	0	0	1	1	3	7	12
6	1	1	4	0	4	1	3	2	16
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		0		0	3	2	1	6	12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

TCRWP is the assessment tool our school uses to assess the early literacy skills of ELLs. Based on Fountas and Pinnell reading levels: Grade 1 - 35% ELL students are performing at Level 1, 47% of ELL students are performing at Level 2, 11% of ELL students are performing at Level 3 and 5% of ELL students are performing at Level 4. Grade 2 - 57% of ELL students are performing at Level 1, 14% ELL students are performing at Level 2 and 28% of ELL students are performing at Level 3. Grade 3- 71% of ELL students are performing at Level 1 and 29% of ELL students are performing at Level 2. Grade 4 - 42% 61% ELL students are performing at Level 1 and 58% of ELL students are performing at Level 2. Grade 5 66% of ELL students are performing at Level 1 and 33% of ELL students are performing at Level 2. The results are similar for all ELL students, whether they are in the ESL free standing program or the dual language program. This data corresponds to the modality analysis of the NYSESLAT which indicates that there is a lag between acquisition of listening and speaking skills as compared to acquisition of reading and writing skills. Running Records data also indicates that for ELLs fluency is often acquired before comprehension. This insight helps inform the school's instructional plan by indicating that vocabulary development and development of higher level thinking skills are vital for developing early literacy skills for ELLs. Therefore, emphasis is placed on these skills during all content area instruction for ELLs.

Through the grades, Listening and Speaking scores are higher than Reading and Writing Scores. This is consistent across all proficiency levels. In the free standing ESL program and in the Dual Language Program, listening and speaking modalities were one proficiency level higher than reading and writing modalities for 82% of students.

All students in the Dual Language Program, including EP's, are assessed in the second language using Korean running records created by dual language classroom teachers. 25% scored a Level 1, 35% scored a Level 2, 30% scored a Level 3 and 10% scored a Level 4 in Korean.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: PS 32 Q

School DBN: 25Q032

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Errico	Principal		01/18/13
Sue Menkes	Assistant Principal		1/18/13
Karen Mascetti	Parent Coordinator		1/18/13
Robin Frost	ESL Teacher		1/18/13
Jessica Rodrigues	Parent		1/18/13
Jackie Sprance	Teacher/Subject Area		1/18/13
Jeff Kustin	Teacher/Subject Area		1/18/13
Lori Phair	Coach		1/18/13
Diana Keily	Coach		1/18/13
Carla Newman	Guidance Counselor		1/18/13
Danielle Giunta	Network Leader		1/18/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q032 **School Name:** PS 32

Cluster: 207 **Network:** Children First Network

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

An assessment was conducted by reviewing Home Language Surveys, ATS Reports, ARIS, Progress Report, information from teachers, counselors, secretaries, Parent Coordinator, and past requests from parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

It was determined that the most dominant languages in our school are Korean, Spanish and Chinese. Written translations will be provided in these languages for documents such as PTA meeting notices, open school invitations, parent workshops, special events, and activity announcement. Oral translations will be provided in Korean, Spanish and Chinese for activities such as PTA meetings, parent-teacher conferences, parent workshops, parent meetings, telephone communications, and other school events. Additional languages will be translated when necessary and possible. These findings were shared with the school community at PTA meetings, Open House, School Leadership Team meetings and through flyers sent home with all children.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translations will be provided in Korean, Spanish and Chinese for documents such as PTA meetings, open school invitations, parent workshops, special events, and activity announcements. Additional languages will be translated when necessary and possible. These services will be provided by school staff, including teachers, counselors, psychologist, social worker, counselors, and school aides.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations will be provided in Korean, Spanish and Chinese at PTA meetings, Open House, parent workshops, special events, and activities. These services will be provided by school staff, including teachers, counselors, psychologist, social worker and school aides. Additional languages will be translated through the services provided by the Department of Education Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 32 will provide both written translation and oral interpretation services to parents who require language assistance in order to communicate effectively with the school. Signs are posted at the main entrance in each language indicating the availability of interpretation services. When we are unable to provide such services, parents will be informed of how they can receive translationservices. At registraion, a copy of the Bill of Parent Rights and Responsibilities is given to parents in their preferred language. This document includes parents' rights to translation and interpretation services and how to access these services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: PS 32

DBN: 25Q032

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 55

Grades to be served by this program (check all that apply):

K 1 2 3 4 5
 6 7 8 9 10 11 12

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 4

of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: An afterschool enrichment program for ELLs and transitional students will work on listening, speaking, reading, and writing skills in addition to preparing children for state tests in science, ELA, and mathematics. This program, taught by licensed ESL teachers, will be offered to 85 students in grades 2-5 (in grade 2 - 15 students, in grade 3 - 32 students, in grade 4 - 20 students, in grade 5 - 18 students) and will take place on Thursday and Friday afternoon from 2:20 pm to 3:50 pm. The activities will be designed to develop Tier 2 vocabulary (academic language). Materials will include getting "Ready for the NYSESLAT and Beyond", "NYS Progress Coach ELA", "Buckle Down in Mathematics", trade books, and teacher made material. Students will be grouped by grade and language proficiency. In addition, ESL teachers will meet one hour each week to share best practices in ELL instruction and to plan curriculum. In order to support the Korean Dual Language Program, Korean trade books will be purchased to supplement and expand the Korean library that is already in place in the Korean Dual Language classrooms.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teaching experts, (Literacy coaches, ESL specialists, IEP teacher, SETTS teachers, science clusters and social studies liaisons) will provide classroom teachers with professional development on using differentiation of instruction to address the needs of ELLs. ESL teachers and Dual Language teachers in the Title III program will participate in a study group to examine curricula, classroom teaching strategies, and assessments to improve student learning. In addition, teachers will participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development will be based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. This professional development will be provided by ESL specialists (including ESL teachers and Dual language teachers who participate in the title III program) and network special support. Classroom teachers and specialists will continue to meet once a week during a professional development period from 8:00 am – 8:25 am. Professional development also takes place across grades once a month on Wednesdays between 2:20 pm and 3:10 pm. In addition, ESL teachers meet with Vertical Teams in literacy, math, science and social studies to work on infusing ELL strategies into content area instruction. These teams meet monthly on Thursday or Friday mornings.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The Parent coordinator serves as a liaison with CBOs to provide workshops or services to ELL parents. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible. ESL teachers conduct parent workshops on the NYS Testing Program and Common Core Learning Standards to discuss how parents of ELLs can become more effective partners in their children’s education. A meeting for parents of students in the Title III program will take place on Monday, March 19, 2012 in the evening to explain the NYSESLAT testing program. The ESL and Dual Language teachers will explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children’s teachers.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9328.16	Teachers per session: 4 classes 4 hrs per wk for 9 weeks at \$50.19 per hour with fringe= $4 \times 4 \times 9 \times 50.19 = \7227.36 Administration per session 4 hours per wk for 9 weeks + 4 hrs professional development at \$52.52 per hour = $4 \times 9 \times \$52.52 = \$1886.04 + (4 \times \$52.52) = \210.80
Purchased services		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2451.84	Supplemental Korean trade books for Dual language classes = \$1451.84 Journals, notebooks ,testing material \$250 per class x 4 classes=\$1000
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,780.00	